Purpose, Audience & Context in Writing

PARENT LEARNING FESTIVAL 2019
ENGLISH LANGUAGE SESSION FOR P5 & P6 PARENTS
"Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts, feelings and ideas in a readable form.
EL WRITING ASSESSMENT

COMPONENT

SITUATIONAL WRITING (15 marks)

CONTINUOUS WRITING (40 marks)
SITUATIONAL Writing

Task Fulfilment (6 marks)
- Holistic marking
- Presentation of key information
- Shows clear awareness of purpose, audience and context of writing

Language and Organisation (9 marks)
- Accuracy in expression and mechanics
- Ability to present clearly information/ideas
SITUATIONAL Writing – an example

Task Fulfilment (6 marks)

Language and Organisation (9 marks)

(3) Study the pictures below carefully.

1 October 2007, 11 am, at Kico CD Shop

Cashier

Thank you.

1 October 2007, 2 pm, at home

A broken CD?

10:19:27
9:00

Kico CD Shop

9R01234
Check: 1.23.456

1.23.456

Sales: New Wave

You: 10 Children’s Songs

Total: £3.00

Cash: £3.00

Casher

Guide to exchanging with original receipt. Thank you. Have a nice day.

1 October 2007, 5 pm, at Kico CD Shop

Exchange? No!

Cashier

CD - Compact Disc

Your Task:

Imagine you are the boy in the pictures.

Write a letter to the manager of Kico CD Shop to ask for an exchange for the CD which you discovered was broken.

You are to refer to the given pictures on page 5 for your letter.

In your letter, include the following information:

- the date you bought the CD
- what was wrong with the CD
- when you went back to the shop and what happened there
- how you felt about the incident
- why you should be given a new CD

You may reorder the points. Remember to write in complete sentences.
CONTINUOUS Writing

Content
(20 marks)
- Relevance of ideas - related to given topic
- Development of ideas and interest value

Language and Organisation
(20 marks)
- Language used - conventions of internationally acceptable English
- Vocabulary - variety and apt choice of words
- Organisation - effective sequencing and linking of ideas and facts
CONTINUOUS Writing – an example

GIVEN TASK
- Write a composition about the given topic
- Based on 1 or more of 3 given visuals
- Pointers provided

REQUIRED RESPONSES
- Continuous prose (narrative/non-narrative)
- Individual response to given topic
- Make use of at least 1 out of 3 given visuals in any order
- Address the given pointers in any order and include other relevant points

Part 2: Continuous Writing (40 marks)

2. Write a composition of at least 150 words about a challenge.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:
- What was the challenge?
- Why was it challenging?

You may use the points in any order and include other relevant points as well.
In Paper 1 (Writing)

AO1 write to suit purpose, audience and context in a way that is clear and effective
AO2 use appropriate register and tone in a variety of texts
AO3 generate and select relevant ideas, organising and expressing them in a coherent and cohesive manner
AO4 use correct grammar, spelling and punctuation
AO5 use a variety of vocabulary appropriately, with clarity and precision
Why do we write?

Email a friend
Apply for a job
Write a song
Take notes for a test
Write a persuasive letter

Record important events
Invite friends to a party
Shopping Lists (so they won’t forget important items)
Write a report or a story
Watch this!

- Watch the short commercial
- Who do you think the intended audience was?
- Why do you think that?
- What do you think the purpose or point of the commercial?
- How do you know?
PURPOSE
Key Question: Why am I writing this?

Specific Details:
- To announce?
- To inform?
- To report?
- To complain?
- To enquire?
- To persuade?
- To entertain?
- To publicise?
- To apologise?
- To advise?
My sister is going out tonight so I can’t come over to your house for dinner.

Are you watching Masterchef? There is a guy trying to flip pancakes and one hit the ceiling.

Will you please, please, please let me go to the Ekka this year? I must go because all of my friends will be there.
<table>
<thead>
<tr>
<th><strong>PURPOSE</strong></th>
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<table>
<thead>
<tr>
<th><strong>Word Level</strong></th>
<th><strong>Sentence Level</strong></th>
<th><strong>Text Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>look for:</td>
<td>look for:</td>
<td>look for:</td>
</tr>
<tr>
<td>• fact and opinion</td>
<td>• Tense and narrative voice</td>
<td>• Topic sentences</td>
</tr>
<tr>
<td>• Subject specific words</td>
<td>• Balance of sentence functions e.g. interrogative, statement, exclamatory, imperative</td>
<td>• Length of paragraphs</td>
</tr>
<tr>
<td>• Description e.g. adjectives, imagery</td>
<td>• Balance of sentence types e.g. simple, complex</td>
<td>• Layout and presentational devices e.g. images, colour, headings</td>
</tr>
<tr>
<td>• Verb types e.g. imperatives or modal</td>
<td></td>
<td>• Connectives</td>
</tr>
<tr>
<td>• Persuasive language</td>
<td></td>
<td>• Order of information e.g. chronological</td>
</tr>
<tr>
<td>• Personal e.g. use of pronouns</td>
<td></td>
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</tbody>
</table>
AUDIENCE

- What is the purpose of this comic?
- Who is the targeted audience?

"Ask mom for Paulo's Alphabet Soup. Tell her it's educational."
Key Question: Who am I addressing?

What is my relationship with the audience?

Specific Details:

- Is my audience someone important?
- Relationship – Is my audience someone of higher authority or is she/he my peer?
- Have I greeted my audience appropriately?
AUDIENCE

Formal
- Principal
- Manager
- Teacher

Informal
- Friends
- Classmates
- Family
AUDIENCE

Formal
- Letter / Email of
  - appeal
  - complaint
  - compliment
  - request
- Report
- Notice

Informal
- Note
- Email / letters
- Invites
- Postcard
- Diary
Hello Dr. Richardson,

My name is Camille. I attend your Math class on Monday and Wednesday mornings. I am writing concerning the mid-term essay due on March 15. After doing some research and brainstorming last week, I have narrowed the topic down to three ideas, but I cannot decide which one is the most relevant to the course.

Would you be available to discuss this issue with me tomorrow afternoon at your office hour?

Thank you in advance for your assistance,
Camille

Hi Ben,

I need your help ASAP! I’m stuck with the Math assignment. It’s due on Friday and have no clue what to write it on. I’m freaking out!

Can I come over tonight to pick your brain for ideas? I’ll bring pizza!

Thanks!
Jerry
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>look for:</td>
<td>look for:</td>
<td>look for:</td>
</tr>
<tr>
<td>• Register -  formalogy</td>
<td>• Narrative voice</td>
<td>• Presentational features like</td>
</tr>
<tr>
<td>• Complexity of words</td>
<td>• Complexity of sentence font size, amount of text</td>
<td></td>
</tr>
<tr>
<td>• Noun and verb forms e.g.</td>
<td>forms</td>
<td>versus image, colour, layout...</td>
</tr>
<tr>
<td>use of abstract nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peanut Butter and Banana Sandwich</td>
<td>Grilled Veggie Sandwich</td>
<td></td>
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<tr>
<td>----------------------------------</td>
<td>------------------------</td>
<td></td>
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</tbody>
</table>
| This is a great sandwich for your lunchbox. It tastes even better with a glass of milk or soy milk. | **Ingredients**
| Prep time: 5 minutes | 1/4 cup mayonnaise
| **What you need:** | 3 cloves garlic, minced
| 2 slices whole-wheat bread | 1 tablespoon lemon juice
| 1/4 banana, sliced | 1/8 cup olive oil
| 2 tbsp. peanut butter | 1 cup sliced red bell peppers
| 2 tbsp. cereal (natural wheat and barley cereal flakes) | 1 small zucchini
| Utensils: | 1 red onion, sliced
| knife (you'll need help from your adult assistant) | 2 (4-x6-inch) focaccia bread pieces, split horizontally
| measuring spoons | 1/2 cup crumbled feta cheese
| **What to do:** | Add all ingredients to list
| Spread peanut butter one side of each slice of bread. | **Directions**
| Spread banana pieces on the peanut butter on one slice of bread. | In a bowl, mix the mayonnaise, minced garlic, and lemon juice. Set aside in the refrigerator.
| On the other slice of bread, sprinkle cereal so that it sticks to the peanut butter and covers the bread. | Preheat the grill. Brush vegetables with olive oil.
| Place the slices together and serve. | Cook for about 3 minutes, turn, and cook for another 3 minutes.
| | Spread some of the mayonnaise mixture on the cut sides of the bread, and sprinkle each one with feta cheese. Place on the grill cheese side up, and cover with lid for 2 to 3 minutes. |
Key Question: What is the situation? What genre should it be in?

Specific Details:
- Am I using the right tone?
- What style? Informal or formal?
- Have I written an appropriate closing?
- Does the format of my writing suit the requirement of the type of writing required?
How do I apply PAC?

Let’s look at some examples.
Your Task

It is now Friday and the end of a busy week for you.

Write an email to your best friend, Tom, telling him of the busy week you had and your plans for the weekend.

You are to refer to your weekly planner. In your email, include the following information:

- all the subjects that you had homework in
- why Tuesday’s homework was difficult
- what you chose to do on Friday and why
- what you have planned for the weekend
- how you feel about your weekend

You may reorder the points. Remember to write in complete sentences.
Hi Tom,

How are you? It has been a busy week at school and I am glad it is Friday.

This week, I had homework in English, Mathematics, Science and Mother Tongue[1]. Tuesday’s Science homework was difficult as I needed to do some research[2].

Today, I attended Basketball practice[3] over a class outing as there is a Finals next week[4].

I am looking forward to playing with Tom on Sunday[5] after a tiring week[6].

How was your week at school?

Love,
Bobby
Letter of Request

Imagine you are the boy in the pictures.

Write a letter to the manager of Kico CD Shop to ask for an exchange for the CD which you discovered was broken.

You are to refer to the given pictures on page 5 for your letter.

In your letter, include the following information:

- the date you bought the CD
- what was wrong with the CD
- when you went back to the shop and what happened there
- how you felt about the incident
- why you should be given a new CD

You may re-order the points. Remember to write in complete sentences.
Dear Sir/ Madam,

Re: Request to exchange a broken CD

On 1 October 2007[1], I went to Kico CD Shop to buy a CD titled ‘Top 10 Children’s Songs’. When I got home, I realised the CD was broken[2].

I hurried back to the shop at 5pm that afternoon[3] and was glad Ms Jane Tan, the cashier who served me, was there. I asked for an exchange and she refused to do so[4]. I was very angry[5].

I believe I should be given a new CD as the receipt stated clearly goods can be exchanged within 3 days of purchase[6]. I hope you will look into the matter and get back to me soon.

Yours sincerely,

Johnny
Your Task

You saw a van hit a car while it was reversing in the school car park. You immediately took down some details about the accident.

You informed the Principal of the accident and he asked you to write a report of what you had seen.

You are to refer to the given pictures and details for your report.

In your report, include the following information:

- the date and time of the accident
- what the driver was doing while reversing his van
- two details about the van
- what the driver did when he realized that his van had hit the car

You may reorder the points. Remember to write in complete sentences.

A Report

Pictures 1 to 3 show how an accident took place in your school car park. Both you and your friends saw the accident. You immediately took down some details about the accident.
To: The Principal

An accident in the school car park

On **3 October**[1] at **10am**[2], I saw a van hit a car while it was reversing in the school car park. **The driver was talking on his handphone**[3] then.

It was a **white van**[4] and the licence plate number was **GM 4343P**[5].

The driver **sped off immediately**[6] when he realised that the van had hit the car.

Reported by: Sally
Own your own:
- Read the instructions – PSLE Question
- Write a letter to Manager of Angsana Community Club

Recall:
- Purpose, Audience and Context
- Format of a letter
- Tone / Style of writing
Dear Manager of Angsana Community Club,

I am Siti, a student of Grange Primary School and I would like to ask you to consider my classmate, Paul Tan, for the Caring Student Award.


Through these actions, I believe that Paul is definitely someone who shows care and concern for those around him. I hope you will consider Paul for the award. Thank you.

Yours sincerely,
Siti
The Dos for Situational Writing

- Do keep the writing short, concise and simple
- Do keep to a maximum of 15 minutes during examination
- Do use paragraphs for better organisation of ideas and a neater presentation
- Do check that all 6 content points are answered by highlighting and numbering them

- Note: Full 6 points will only be awarded if PAC is satisfied
The Don’ts for Situational Writing

- Don’t write long, run-on sentences
- Don’t use Singlish even for informal letter/email/note
- Don’t add in details which are not required based on the questions asked
- Don’t add in your own assumptions/ opinions unless the question specifically asked for it
• Q & A
• Feedback Form
• Next Venue
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Duration</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 – 10:00</td>
<td>EL P1 &amp; P2</td>
<td>1 hr</td>
<td>Hall</td>
</tr>
<tr>
<td></td>
<td>EL P5 &amp; P6</td>
<td>1 hr</td>
<td>PAL Room 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>CL P1 &amp; P2</td>
<td>1 hr</td>
<td>Music Room 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>CL P3 &amp; P4</td>
<td>1 hr</td>
<td>IT Resource Room</td>
</tr>
<tr>
<td></td>
<td>TL P1 – P4</td>
<td>1 hr</td>
<td>Comp Lab 2</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>10:15-11:15</td>
<td>MA P1 &amp; P2</td>
<td>1 hr</td>
<td>Hall</td>
</tr>
<tr>
<td></td>
<td>MA P3 &amp; P4</td>
<td>1 hr</td>
<td>Music Room 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>MA P5 &amp; 6</td>
<td>1 hr</td>
<td>PAL Room 1 &amp; 2</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>SCI P3 &amp; P4</td>
<td>1 hr</td>
<td>PAL Room 1 &amp; 2</td>
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<tr>
<td></td>
<td>SCI P5 &amp; P6</td>
<td>1 hr</td>
<td>Hall</td>
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<td>ML P1 – P6</td>
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<td>Comp Lab 2</td>
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